

yet to hear any outcry or outrage from the people in that region. There is a real difference.

But we ought to be worried about young people hearing about hostages—innocent hostages—being beheaded. Daniel Pearl of the Wall Street Journal was beheaded.

These are the people we are dealing with. This is why this matter is important. This battle is not won. It is going to be a battle not of months, maybe not even of years, and maybe decades. But the world is going to be safer, and we are going to be safer in the United States if we can continue the battle President Bush has laid out to carry the war on terrorism to those countries that harbor terrorists.

IDEA

Mr. BOND. Madam President, I came here to recognize and commend the great work of Senator GREGG and Senator KENNEDY on crafting an IDEA bill. They produced a solid, thoughtful, bipartisan bill which protects the educational rights of children with special needs while at the same time making IDEA more workable for parents, teachers, school administrators, and school districts.

I think we all agree IDEA was a great idea. It helped open doors for many children with special needs since it was enacted in 1975. Yet there is no question that significant problems exist.

As I traveled through Missouri and talked with educators, teachers, administrators, parents, and school board members, I heard all kinds of problems with IDEA. Over the years, these teachers, principals, and administrators in Missouri have told me IDEA has become a morass of rules, of regulations and litigation that truly limit access and in some instances actually hinder learning—not just for children with disabilities but for all children. That is simply not acceptable.

Educators are struggling under a crushing procedural and paperwork burden imposed by IDEA, contributing to what is becoming a chronic shortage of quality teachers in special education in Missouri and nationwide. Special education teachers are leaving the profession—not out of frustration with the children whom they are there to serve, but out of frustration with the overwhelming and unnecessary paperwork and the regulatory burdens they face. Without a qualified teacher, a child with a disability cannot receive a free, appropriate public education.

Most special educators report they have to spend 20 to 50 percent of their time on paperwork. More time spent on paperwork is less time spent with students or preparing lesson plans for students. It is as simple as that. We cannot continue to let IDEA interfere with the time educators can devote to the children they serve because we all know a misdirected focus on paperwork, on procedures, and on bureaucracy frustrates teachers and fails to give children the education they need.

In addition, over the years IDEA has encouraged and fostered adversarial relationships between school districts, staff, and parents. Time, money, and resources exhausted in costly litigation would be far better spent on instruction for children. Taking limited dollars away from children with disabilities and redirecting them to attorneys to fight long and costly battles is simply counterproductive. It does not help the education of our children—all children, special children and other children in the schools.

These are a few of the concerns I have heard from Missouri educators over the years. But the thing I like about Missouri educators is they don't simply tell me what the problem is; they show me how to fix it. Maybe that is one of the reasons they call Missouri the "Show Me" State.

The Missouri School Board Association's Special Education Advocacy Council, working in partnership with the Missouri Council of Administrators of Special Education, developed a list of thoughtful, solid, and detailed recommendations to improve IDEA and inject a little bit of good old-fashioned commonsense reform to IDEA.

In fact, the Missouri Special Education Advocacy Council examined the IDEA statute line by line and told me exactly where and how we improve the statute by refocusing special education on educating children with special needs rather than simply complying with a system of complex regulations and mountains of paperwork and red tape.

I am pleased many of the recommendations made by MSBA's Special Education Advocacy Council have been incorporated in S. 1248. The numerous paperwork and regulatory reforms in the bill will go a long way to free special educators' time to spend with their students and in preparing effective instruction plans. In addition, this bill contains many provisions to reduce litigation and restore trust between parents and school districts.

I thank both Senator GREGG and Senator KENNEDY for including these critical reforms in the Senate bill. This bill will improve and strengthen IDEA and extend the promise of quality education for a new generation of children with special needs.

I urge my colleagues to support this bill.

There is one other thing I want to address. I want to talk a minute about funding IDEA. We heard a lot of talk yesterday about the broken promises. The authorization for IDEA said the Federal Government is going to provide 40 percent of the cost of IDEA. Over 19 years, funding for IDEA has increased from \$251,000 in 1977 to \$2.3 billion in 1996.

Our side took control of Congress in 1995, and over the course of that time period, the Republican Congress has increased funding for IDEA by 224 percent since 1996. That was done through the appropriations process.

If the President's budget is enacted, it will have increased funding for IDEA by 376 percent. The average per-pupil expenditure has increased from 7 percent to almost 20 percent. If you include the President's budget request for this year, IDEA funding since 2001 will have increased \$4.7 billion—75 percent in this President's budget.

In comparison, in the 1980s IDEA was one of the spending appropriations categories that did not increase. In fact, in many of those years the Federal Government covered less than the States' average per-pupil expenditure for children with disabilities than it had the year before. I am proud of our leadership in this Congress which has made steady progress toward finally trying to reach the 40-percent level authorized in 1975. We have made great strides toward fulfilling the commitment. I know the people in education are very appreciative of those increases.

BROWN v. BOARD OF EDUCATION

Mr. BOND. Madam President, let me join with my colleague from Kansas in celebrating and congratulating the educational institutions of this country in implementing the Brown v. Board of Education decision that is now celebrating a major historical birthday.

We have come a long way. I was in school back in those days before Brown v. Board of Education. I can tell you it has not been an easy struggle.

President Dwight Eisenhower called up the military to go into Little Rock to integrate the schools. Battle after battle was fought.

Fifteen years later, I had the honor of serving the chief judge of the Fifth Circuit Court of Appeals in Atlanta, GA, one of President Eisenhower's appointees who fought the battle to carry out the civil rights reforms that had been ordered by the courts and enacted into law.

This has been a long and tortuous journey. We have made great progress. There is still a way to go. But I think we all can take pride in the fact that as a result of Brown v. Board of Education and legislation passed by this body and implemented by the courts, we have made progress that was long overdue and should be warmly welcomed by all Americans of every race, creed, and color.

I thank the Chair. I yield the floor.

Mr. GREGG. Mr. President, what is the regular order?

The PRESIDING OFFICER. There are 5 minutes on the Democrat side and 1 minute on the Republican side in morning business.

Mr. GREGG. I ask unanimous consent that we proceed to the pending legislation.

CONCLUSION OF MORNING BUSINESS

The PRESIDING OFFICER. Morning business is closed.